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ABSTRACT

The problem defined for this project was to develop a competency based physical education curriculum at the graduate level to prepare individuals to work with handicapped children in the regular class setting. General teaching competencies were adapted to meet the specific needs of teachers working with handicapped children. Current university courses were examined to determine which of the identified competencies were being met, and new courses were developed to help meet curriculum deficiencies. Evaluation strategies were established to measure demonstrable achievement of the specified competencies. Finally, appropriate university courses were developed into functional programs leading to either the Master of Arts in Teaching or Master of Science Degrees. The procedures used to achieve the objectives for this project, as well as the identified roles and competencies, curriculum sequence, and evaluation models are discussed in detail in this document. Course outlines for newly developed courses are appended. (JD)

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THE DEVELOPMENT OF A COMPETENCY BASED PROFESSIONAL PREPARATION PROGRAM IN PHYSICAL EDUCATION FOR WORK WITH HANDICAPPED CHILDREN

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FINAL REPORT

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CHAPTER 1
PROJECT OVERVIEW

Introduction

Recent federal and local legislation has mandated equal and appropriate education for all American youth. In the State of Washington such legislation (Chap. 28A.13) was passed "to ensure that all handicapped children...shall have the opportunity for an appropriate education at public expense as guaranteed to them by the constitution of this state." During the 1975-76 school year there were 31,249 handicapped children in Washington public schools. The number projected for 1976-77 was over 34,000, and by 1980 the number will increase to nearly 47,000.[1]

The legislation cited above causes the majority of handicapped students to be placed in the mainstream of school activity. These students may spend no more than two hours each day in resource classes. Since handicapped students spend the majority of their time in regular school activities, there is a critical need for in-service or graduate education to aid regular teachers in serving children who have special needs.

A recent needs assessment conducted by the Washington State Division of Special Education demonstrated a vital need for personnel training to serve handicapped children in the area of physical education.[2] The survey identified personnel training/priorities in special education. Over 400 administrators and 1200 teachers in the State rated physical education as a high priority area. A strong desire for extended graduate and continuing education in competencies for physical education in teaching mainstreamed handicapped children was articulated.

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[1]These figures were provided by the office of the Washington State Director of Special Education.

[2]"Priorities for Inservice Training in Special Education--Statewide Assessment," Superintendent of Public Instruction, July, 1976.

Statement of the Problem

The problem defined for this project was to develop a competency-based physical education curriculum at the graduate level to prepare individuals to work with handicapped children in the regular class setting.

The curriculum developed was designed to provide a Master of Science (MS) or Master of Arts in Teaching (MAT) degree. The competency-based model was chosen as the means for program development for two reasons. First, along with the traditional course work programs, it is the mode of teacher training recognized by the Washington State Superintendent of Public Instruction as most effective for individualizing teacher preparation programs.[3] Second, this approach is the most efficient for the identification of roles, competencies and tasks necessary to work with handicapped children.

Goals and Objectives

The general goals of this project were a) to meet the needs in the State of Washington for physical education personnel trained to provide services to handicapped children, and b) to develop a personnel preparation program relevant to those services required by children with a variety of handicapping conditions in the Washington public schools. To help to achieve these goals, the specified objectives of the project were to:

1. Adapt existing general teaching competencies and tasks to meet the specific requirements necessary to work with handicapped children.
2. Develop the competencies and related tasks into a Master of Science and Master of Arts in Teaching degree.
3. Establish evaluation strategies to measure the demonstrable achievement of the specified competencies during and after completion of the proposed program of study.

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[3] State Certification Guidelines, Office of Superintendent of Public Instuction, 1975.

Methods and Procedures

The first object of the project was to adapt existing general teaching competencies and tasks to meet the specific requirements for working with handicapped children. The competencies and tasks had previously been identified and elaborated through the work of the Teacher Education Standards for Physical Education (TESPE) consortium in the State of Washington.

In order to adapt these competencies, criteria were established to ensure that they reflected the services required by handicapped children. These criteria were determined on the basis of data collected which detailed: 1) types of handicapping conditions exhibited by students in Washington schools; 2) specific needs of students in physical education classes which are related to handicapping conditions; and 3) means for adjusting typical activities to allow participation by handicapped children in regular classes.

The second objective of this project was to develop the competencies and related tasks into a specialized curriculum sequence leading to a Master of Science (MS) or Master of Arts in Teaching (MAT) degree. The development of this curriculum required several steps: 1) existing courses relating to work with the handicapped were examined to determine which of the identified competencies and tasks they encompassed; 2) existing courses relating to the general teaching competencies identified for TESPE were examined to determine their relevance for personnel preparing to work with handicapped children; 3) revisions in existing courses and related experiences were determined on the basis of the competencies specified for work with handicapped children; 4) new activities were developed to provide needed experiences where established course work or practical experiences were lacking; and 5) criteria were developed for the selection of practica sites, and appropriate sites were identified.

The third and final objective of the project was to establish evaluation strategies to measure the demonstrable achievement of the specified competencies during and after completion of the proposed program study. (See Chapter II)

Management Plan

The Project Co-Directors, Drs. Wilma M. Harrington and David L. Engerbretson, were assisted in the completion of this project by the following individuals:

Project Coordinators:	Dr. Marlene J. Adriane and Mr. Roger C. Larson
Project Evaluators:	Dr. Carol E. Gordon and Dr. Roger C. Wiley, Chairpersons of the Departments of Physical Education for Women and Men, respectively.
Specialists:	Dr. Wilhelmina, Dance Therapy
	Dr. Mary Lou Enberg, Motor Development[4]
	Ms. Maureen Mould, Recreation Therapy[5]
Internal Advisory:	Dr. Wilma M. Harrington
Committee:	Dr. David L. Engerbretson
	Dr. Marlene J. Adrian
	Dr. Wilhelmina Weaver
	Dr. Mary Lou Engberg
	Mr. Roger C. Larson
	Ms. Maureen Mould
External Advisory Committee:	An informal committee composed of various persons outside of the Departments of Physical Education served as advisors to the project. The committee included faculty members from other university departments involved with the handicapped, as well as teachers and administrators from agencies outside the University.

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[4]Dr. Enberg served as a replacement for Ms. Lisa Rini who resigned from the Washington State University faculty. During a portion of the grant period, Dr. Enberg also served as a liaison from the office of the Superintendent of Public Instruction in her capacity as State Director of Physical Education.

[5]Ms. Mould served as a replacement for Ms. Jane Erickson who retired from the Washington State University faculty.

CHAPTER II
PROCEDURES

This section details the procedures used to achieve the goals and objectives stated for this project. In order to develop a competency-based program to prepare physical education personnel to work with handicapped children, it was first necessary to identify the needed competencies. These were then organized and used to determine a curriculum sequence. Practica experiences were identified and formalized. Finally, an evaluation model for the program was established.

Adaptation of General Competencies

General competency statements and tasks which had been identified by the Teacher Education Standards for Physical Education (TESPE) Consortium were adapted for use in this project. The first step in adapting the TESPE materials involved the establishment of criteria for selection of appropriate roles and competency statements. The criteria identified were drawn from professional preparation standards established by the American Alliance for Health Physical Education and Recreation for adapted physical education.[6]

Criteria were also derived from minimum generic standards established by the Superintendent of Public Instruction of the State of Washington in 1977 for special education teachers and regular teachers. The standards from the three sources were combined into three broad based criteria which were applied to the TESPE material. The three criteria were:

The physical education specialist working with handicapped students in the regular class setting should evidence:

Knowledge and understanding of the various categories of exceptionality including the nature, needs and problems of handicapped students.

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[6]Stein, Julian. Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped. Washington, D.C., AAHPER, 1973.

The ability to develop, implement, and evaluate diversified physical education programs for individuals and groups of normal and handicapped students.

Competency in communicating with professional, paraprofessionals, parents, students, and others relating to program progress and individual achievement of goals and objectives.

The TESPE materials were arranged in the following manner:

A. Role statements
   1. Competency statements
      a. Competency facilitating objectives

The criteria established were matched to the role statements and competency statements. In instances where it was determined that there were no statements which responded to the criteria, these were developed and included.

Once this had been accomplished, the roles, competency statements, and competency facilitating objectives were submitted to members of the external and internal advisory committees for review and revision. An outside specialist in adapted physical education and BEH Project Director from the University of Idaho, Moscow, Idaho was also asked to meet with the directors to discuss revisions. After the review by the two committees and the outside specialist, the final revisions were made and the competency materials were formalized.

Development of a Specialized Curriculum Sequence

The second objective of this project was to develop a specialized curriculum sequence leading to the master's degree in physical education. The first step in developing the curriculum involved the examination of existing courses which related to work with handicapped individuals. This was necessary to determine if the roles and competencies were currently included within the course content.

The instructional staff responsible for teaching the courses in the departments of physical education were asked to review the competency-based materials in relation to current course content and activities, and to indicate the following:

1. The competencies currently included in their course(s).
2. The competencies which could be included in the future.

Information received from the instructional staff was then used to determine necessary course revisions and additions.

Courses offered in the University departments of education, speech and psychology were also examined to determine the appropriateness of their inclusion in the curriculum. When courses were identified as possible inclusions, the instructors were contacted. The nature of the project was explained, and they were asked to indicate the appropriateness of their courses for the proposed program. If the classes were deemed appropriate, these individuals were asked to supply the project staff with course outlines, and to serve in an advisory capacity for the program. Due to time limitations, they were not asked to review the competency material.

Information detailing the needs of public school personnel was also reviewed to determine priority areas for inclusion in the proposed program. In this assessment, teachers and administrators across the state were polled to determine categories of training essential for working with handicapped children. The needs identified are shown in Table 1.

The needs listed in Table 1 were compared with the competencies identified for courses offered in the proposed curriculum. When the areas were not included in current course offerings, new classes were proposed. It was also concluded that the new courses should be offered through summer school sessions and/or extension classes to make them readily available to teachers in the field.

Development of the Practicum Experience

A second step carried out in the development of the specialized curriculum sequence involved the identification and formulation of a practicum course. It was felt that a separate course was needed to insure that students would have the opportunity to gain practical experience in working with handicapped individuals. The procedures for establishing such experiences within university guidelines and criteria were identified. A proposal for the new course was developed and processed through appropriate university channels.

In order to assure that the practicum experience would provide maximum benefits to participants, criteria were established to identify the nature of

Table 1. Priorities for inservice training in Special Education*

Needs Perceived by Teachers		No. Responding
1.	Reading	56
2.	Screening	54
3.	Formal testing	53
4.	Goals and Objectives	49
5.	Behavior Management	48
6.	Continuous Progress & Management	44
7.	Informal Testing	42
8.	Techniques by Disabilities	40
9.	Communication	39
10.	Language Development	28

Teacher Needs as Perceived by Administrators		
1.	Goals and Objectives	21
2.	Screening	19
3.	Reading	19
4.	Behavior Management	18
5.	Mainstreaming	17
6.	Review and Evaluation	15
7.	Individual Instruction	14
8.	Formal Testing	13
9.	State Rules & Regulations	13
10.	Federal Rules & Regulations	13

*"Statewide Assessment", Superintendent of Public Instruction, State of Washington, July, 1974.

the experience. These were based on competency facilitating objectives not found in structured course offerings and were as follows:

The internship experience should provide opportunities to:

1. Work with special populations in a mainstreamed setting.
2. Work with special populations in special class settings.
3. Assume responsibilities for individual and class activities.
4. Participate in the development of IEP's.
5. Contribute as a member of the Child Study Team.
6. Assess student ability levels.
7. Act as a resource person in physical activity for non-physical education personnel.

It was also necessary to identify possible sites for practical experiences. Sites were chosen from the letters of support received for this project and from institutions across the State of Washington which could provide opportunities for work with handicapped individuals. These institutions were organized into a general listing of possible practica sites.

Once the list was established, letters of inquiry were sent to the administrators of the institutions to determine their willingness to participate in the program. A total of ten institutions were contacted. Five of these were selected for visitation by one of the project staff.

The visitations were made to evaluate the experiences available, and the administrators and teachers at the sites were asked to review the practica criteria and materials. (See Appendix A for the complete practice materials.) This review provided feedback to the project staff regarding the viability of the requirements established. Since the competency-based program had not been formally implemented, the contact with the institutional personnel was of a preliminary nature. The information gathered aided in finalizing the requirement for the experiences and also provided an opportunity to make personal contact with personnel in the field.

Development of the Evaluation Model

The third and final objective of the project was the development of evaluation strategies to determine student achievement of the specified

competencies. The model for student evaluation (Student Data Base) originally described for this project was severely curtailed by a reduction in funding. However, portions of the evaluation model were retained.

The first procedure necessary in measuring the achievement of competence was the creation of criterion levels. The roles, competency statements, and competency facilitating objectives were reviewed to determine the domains of learning included. Once the domains were identified, the competencies and objectives were classified utilizing Bloom's[7] taxonomy for the cognitive domain and the Krathwohl, Bloom, and Masia[8] handbook in the affective domain. After the criterion levels were cataloged, the evaluation techniques to measure achievement were chosen. The work of Bloom, Hastings, and Madaus[9] was used to determine appropriate evaluation strategies. The next step in establishing the evaluation model was to identify the assessment tools which would be utilized. The information was drawn from the work of the TESPE Consortium at Washington State University.

The specific evaluation techniques and assessment tools to be used will be determined by the course instructors and, where feasible, the project staff. The selection of particular measures is to be based upon the competencies covered by specific courses and the criterion levels identified for the activities.

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[7]Bloom, Benjamin S. et al. Taxonomy of Education Objectives: Handbook I: Cognitive Domain. New York: David McKay Company, Inc. 1956.

[8]Krathwohl, David R.; Bloom, Benjamin S.; Masia, Bertram B. Taxonomy of Educational Objectives: Handbook II: Affective Domain. New York: David McKay Company, Inc. 1964.

[9]Bloom, Benjamin S.; Hastings, Thomas J.; Madaus, George F. Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971.

CHAPTER III
PROJECT ACCOMPLISHMENTS

This project was designed to develop a competency-based professional preparation program in physical education for work with handicapped children. The curriculum developed will lead to a master's degree. The roles and competencies identified, curriculum sequence, and the evaluation models determined for the program are presented in this chapter.

Roles and Competencies

The first objective of this project was to adapt general teaching roles and competencies to meet the requirements for working with handicapped students. These roles, competency statements and competency facilitating objectives are listed in Table 2.

Table 2. Roles, competencies and competency facilitating objectives*

A. Teacher of physical skills and related activities to the handicapped.
   1. Analyzes skills, rules, theory, and strategy of general program activities appropriate to all levels of ability.
      a. Can determine level of ability of pupils.
      b. Can make adjustment within activities so that each pupil can participate to his/her level of ability.
   2. Selects appropriate strategies and tactics to facilitate learning.
      a. Has knowledge of and can apply a range of teaching strategies from teacher-directed to self-directed.
      b. Can select strategies to accommodate needs, interests and concerns of students.
   3. Analyzes needs of pupils for prescriptive teaching.
      a. Can determine developmental level of the pupil.
      b. Can determine prerequisites for those pupils experiencing difficulty in performing the activity.

*Adapted from the Teacher Education Standards for Physical Education Consortium

Table 2 continued.

A. Teacher of physical skills and related activities to the handicapped (con't)

4. Evaluates pupil performance.
   a. Can discuss expected outcomes with pupils.
   b. Can interpret and discuss tests in the cognitive domain.
   c. Can interpret and discuss tests in the affective domain.
   d. Can utilize tests in the psychomotor domain.
   e. Can interpret test results to pupils, parents and other staff.
   f. Can utilize test results to help pupil improve performance.
5. Individualizes instruction.
   a. Can provide activities appropriate to each pupil's needs.
   b. Can help pupils identify own needs.
   c. Can work with the learner to set individual goals which are both attainable and challenging.
   d. Can begin a progression at an appropriate point for each pupil on the basis of evaluation data.
   e. Can make or design equipment from low or no cost materials.
   f. Can develop Individual Education Programs.
6. Understands the psychological, sociological, and physical characteristics of pupils with a variety of handicapping conditions.
   a. Psychological
      (1) If familiar with personality development particularly self-concept and body image.
      (2) Demonstrates knowledge of pupil's psychological needs.
      (3) Recognizes perceptual and motor developmental stages.
   b. Sociological
      (1) Can analyze group interaction.
      (2) Can utilize knowledge in grouping students.
   c. Physical
      (1) Can identify level of basic motor patterns from TV tapes, films, and observations.
      (2) Can identify level of perceptual development as a limiting factor in the learning experience.
      (3) Can identify physical growth patterns.

Table 2 continued.

B. Program planner for the handicapped.

1. Develops goals and objectives to meet individual needs.
   a. Chooses effective lesson planning format.
      (1) Includes long range objectives in terms of pupil performance.
      (2) Includes performance objectives in daily plans.
2. Plans lessons which achieve individual goals and objectives.
   a. Plans objectives in lesson which respond to Individual Education Program.
   b. Selects activities which can provide for achievement of objectives.
   c. Evaluates achievement of goals and objectives.
      (1) Utilizes measures or activities in class which determine student progress toward objectives.
      (2) Utilizes evaluation information to make adjustments in objectives when necessary.
3. Has knowledge of current trends in curriculum and planning for exceptional children.
   a. Understands curricular theories.
   b. Is aware of trends in curriculum and their influence on curriculum.
   c. Understands the three domains of learning.
   d. Is knowledgeable with regard to organization and programming.
4. Is cognizant of the relationship between the classroom environment and the affective development of the child.
   a. Has knowledge of climate set by various teaching styles.
   b. Selects teaching styles appropriate to individual needs.
   c. Applies information regarding individual affective needs in executing lessons.
   d. Promotes the formation of positive attitudes between the handicapped and non-handicapped in PE class.
5. Understands instructional theories and plans accordingly.
6. Evaluates the program.
   a. Utilizes periodic evaluation results to determine overall achievement of goals.

Table 2 continued.

b. Selects appropriate measures to evaluate the program.

7. Utilizes findings and interpretations from evaluations for program revision.

a. Makes adjustments in goals on the basis of evaluation information.

8. Interprets and applies research related to the appropriate developmental level (age, skill, grade, etc.)

9. Complies with state and federal laws regarding physical education for handicapped individuals.

a. Has knowledge of regulations which pertain to physical education for exceptional children.

b. Can develop individual education programs for each child.

c. Evaluates each handicapped child's abilities utilizing appropriate measures to determine level of ability.

C. Promoter of health and safety for the handicapped.

1. Considers safety element when developing daily lesson plans, unit plans and yearly plan.

a. Is aware of special safety needs of particular groups.

b. Provides equipment for special conditions.

c. Provides an accessibility of play areas.

2. Has knowledge and understanding of physical fitness and its relationship to overall health of the student.

a. Prepares pupils for activities by developing appropriate fitness levels.

b. Helps pupils to develop positive attitudes toward and knowledge of personal fitness.

3. Demonstrates knowledge of school legal responsibilities and liabilities pertinent to handicapped individuals.

a. Knows applicable sections of Washington State Law and PL 94-142.

4. Helps pupil with matters of personal hygiene.

D. Public relations interpreter for programs for the handicapped.

1. Interprets system-wide policies and programs for students, parents, school personnel, and community.

Table 2 continued.

E. Advisor for the counseling and guidance of the handicapped with respect to the physical activity.
   1. Relates to pupil's individual problems and offers guidance.
      a. Can make proper assessments and give attention to remediation in these areas.
         (1) Movement or motor difficulties.
         (2) Social interaction.
   2. Helps pupil to develop positive self-concept.
      a. Utilizes positive reinforcement techniques.
      b. Plans for success in each lesson.
   3. Helps pupils accept responsibility.
   4. Helps pupils accept and fulfill responsibility to others.
   5. Provides leisure counseling in lifetime sports.

F. Member of school faculty and professional organization.
   1. Maintains rapport with school staff.
      a. Fellow teachers.
      b. Administrators.
   2. Keeps abreast of current trends; evaluates and uses new materials when appropriate.

G. Member of a professional team working with the handicapped.
   1. Follows physician's recommendations concerning physical activity for the pupil.
   2. Keeps up with the latest findings about the atypical student.
   3. Advises and assists the classroom teacher with appropriate activities for the atypical student.
   4. Participates in the child study team with other staff members, parents, and where appropriate, pupils.
      a. Understands function of team.
      b. Assumes responsibilities.
      c. Keeps records.

Curriculum Sequence

A specialized curriculum sequence leading to a master's degree in physical education was developed for work with handicapped students. The development of this curriculum entailed the identification of existing courses for inclusion and the production of new classes where needed. The graduate school at Washington State University stipulates a minimum of 30 credit hours for a master's degree. The departments of physical education require from 14 to 16 hours of graduate course work be chosen from the classes offered within the departments for a master's degree in physical education. The variation in credit hours reflects the degree program selected, i.e., Master of Science or Master of Arts in Teaching.

The first procedure used to select courses for inclusion in the curriculum involved the determination of the roles and competencies addressed by specific existing courses, and identified by the instructors. The data derived from the analysis of current course content is presented in Table 3.

Information regarding the needs expressed by teachers and administrators in the field (Table 1, Chapter II) was also used to determine courses needed. On the basis of the results of the review of current classes by physical education staff members and the review of needs expressed by individuals in the field, four new classes were developed.

Three of the four classes were submitted as temporary summer session workshops. The temporary status was determined by university procedures for new summer session classes. These classes were identified as PEP 473 Developing Individual Education Programs, PEP 474 Assessment of the Exceptional Child, and PEP 475 Activities and Programs for Exceptional Children (see Appendix A for course outlines). Classes were offered through summer school to allow practitioners in the field immediate access to the information without having to enroll during the school year and travel to the campus.

The fourth course, PEP 590 Internship, was designed to provide practical experiences in the field (see Appendix A for course materials). The following criteria were developed to aid in the preliminary selection of practica sites:

The internship experience should provide opportunities to:

1. Work with special populations in a mainstreamed setting.
2. Work with special populations in special class settings.
3. Assume responsibilities for individual and class activities.
4. Participate in the development of IEP's.
5. Contribute as a member of the Child Study Team.
6. Assess student ability levels.
7. Act as a resource person in physical activity for non-physical education personnel.

Following the development of the above criteria, a number of schools with exemplary programs for the handicapped throughout the State of Washington were contacted and informed of the curriculum being developed by the present project. Those administrators who expressed interest in having their schools serve as practica sites were interviewed and the schools were visited by one of the Project Co-Directors. As a result of these interviews and visitations, a preliminary selection of seven schools in four communities (Kirkland, Yakima, Walla Walla, and Spokane) was made. It is expected that additional schools will be selected to serve as practica sites as the program expands and the need arises.

Table 3. Roles and competencies met by current course offerings.*

Roles and Competencies (From Table 2)	Atypical Student PEP 463	Org. & Admin. Therap. Rec. RPA 483	Mech. Anal. Motor Act. PEP 564	Motor Learning PEP 591	Percept. Motor Devel. PEP 592
A1			X	X	X
2	X			X	
3	X		X	X	
4			X	X	X
5	X	X			X
6	X			X	X
B1		X			
2	X	X			
3	X	X			
4	X			X	
5		X		X	
6		X			
7		X			
8		X	X	X	X
9	X	X			
C1	X				
2				X	X
3	X	X			
4	X				
D1	X	X			
E1	X		X	X	X
2					
3					
4					
5		X			
F1	X				
2				X	X
G1	X				
2				X	X
3					
4		X			

*An "X" indicates that the role or competency is met by the course.

The full curricula for the Master of Science and Master of Arts in Teaching degrees is listed in Table 4. It should be noted that additional courses may be added in the future as needs are reassessed.

Table 4. Master's degree curricula for work with the handicapped.

Core Courses

Master of Arts in Teaching	Master of Science
PEP 463 Atypical Student in PE	PEP 463 Atypical Student in PE
PEP 585 PE Curriculum	PEP 585 PE Curriculum
PEP 590 Internship	PEP 590 Internship
PEP 591 Motor Learning	PEP 591 Motor Learning
PEP 592 Perceptual Motor Learning	PEP 592 Perceptual Motor Learning
	PEP 593 Methods of Research and Experimental Design

Electives

PEP 473 Developing Individual Education Programs
PEP 474 Assessment of the Exceptional Child
PEP 475 Activities and Programs for Exceptional Children
PEP 564 Mechanical Analysis of Motor Activity
PEP 566 Biomechanics
PEP 596 Seminar
RPA 483 Organization and Administration of Therapeutic Recreation
EDUC 449 Analysis and Management of Exceptional Behavior
SPE 473 Language and Learning Disability
PSYCH 360 Developmental Psychology
PSYCH 464 Psychological Disorders of Children

Evaluation Model

The process of developing any program should include procedures for evaluating the attainment of competency by participants in that program. The competency-based nature of the curriculum presented above specifically details the competencies to be evaluated. The evaluation model identified for this project involved determining criterion levels for achievement, selection of evaluation strategies to measure competence, and the identification of techniques and tools for assessing achievement. The model appears below in figure 1.

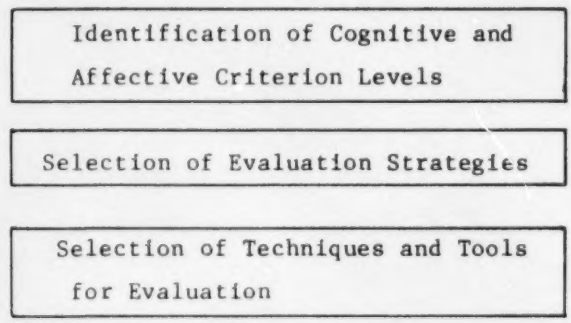
Identification of Cognitive and Affective Criterion Levels
Selection of Evaluation Strategies
Selection of Techniques and Tools for Evaluation

Figure 1. Evaluation Model

Identification of Criterion Levels

The criterion levels for the competency statements were established from the educational taxonomies in the cognitive and affective domains.[10,11] The taxonomic levels were compared to the competency statements and the appropriate domain and level determined. The specific criterion levels for each competency statement are found below in Table 5.

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[10]Bloom, Benjamin S., et al., Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. New York: David McKay Co., Inc., 1956.

[11]Krathwhol, David R., Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives: Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964.

Table 5. Criterion levels for competencies

Role-Competency (From Table 2)	Domain	Level/Category
A-1	Cognitive	3.0 Application
A-2	Cognitive	3.0 Application
A-3	Cognitive	5.0 Synthesis
A-4	Cognitive	6.0 Evaluation
A-5a,b	Cognitive	4.0 Analysis
A-5c,d,e,f	Cognitive	5.0 Synthesis
A-6	Cognitive	4.0 Analysis
		5.0 Synthesis
B-1	Cognitive	5.0 Synthesis
B-2	Cognitive	3.0 Application
		4.0 Analysis
		5.0 Synthesis
B-3	Cognitive	4.0 Analysis
		5.0 Synthesis
B-4	Cognitive	3.0 Application
B-5	Cognitive	3.0 Application
B-6	Cognitive	4.0 Analysis
		5.0 Synthesis
B-7	Cognitive	6.0 Evaluation
B-8	Cognitive	6.0 Evaluation
B-9	Cognitive	6.0 Evaluation
C-1	Cognitive	5.0 Synthesis
C-2	Cognitive	5.0 Synthesis
C-3	Cognitive	3.0 Application
C-4	Cognitive	3.0 Application
D	Cognitive	4.0 Analysis
		5.0 Synthesis
E-1	Affective	3.0 Valuing
E-1a	Cognitive	6.0 Evaluation
E-2	Affective	4.0 Organization

Table 5 continued.

E-3	Affective	4.0 Organization
E-4	Affective	4.0 Organization
F-1	Affective	4.0 Organization
F-2	Cognitive	6.0 Evaluation
G-1	Cognitive	3.0 Application
G-2	Cognitive	6.0 Evaluation
G-3	Cognitive	4.0 Analysis
		5.0 Synthesis
G-4	Cognitive	4.0 Analysis
		5.0 Synthesis

Selection of Evaluation Strategies

Once the criterion levels were identified, it was necessary to determine how the achievement of competency levels would be measured. Bloom's, Hastings', and Madaus' Handbook of Formative and Summative Evaluation of Student Learning provided the basis for this evaluation. The model includes both formative and summative measures of achievement. The utilization of these two strategies indicates the development of criterion-referenced assessment procedures and normative measures where appropriate. Criterion-referencing measures will be used to determine attainment of the specific criterion levels of competence (see Table 5). Normative measures will be used where it is shown that standard measures exist.

Selection of Techniques and Tools

The use of formative and summative evaluation strategies establishes the format which will be used to assess the achievement of specific competencies. It does not, however, dictate the types of tools which may be employed to determine competence. A variety of tools or techniques for assessing the competence of physical educators have been identified through the work of the TESPE Consortium at Washington State University. These have been selected for use in the program developed for this project.

The procedures for assessment are defined in terms of student behaviors and instructor behaviors. They are listed below in Table 6.

Table 6. Tools for assessing competence

Student Behavior	Instructor Behavior
Waiber through pre-test	Observation of student
Self evaluation	Anecdotal record
Performance or demonstration	Rating scale
Knowledge examination, post-test	Criterion-referenced testing
Analysis/evaluation of films, tapes performance of others	Normative testing
Successful completion of appropriate courses	

Table 6 is not seen as including every assessment tool possible for selection. Individual instructors will have the responsibility for determining the tools used in their classes to assess the achievement of specific competencies identified for their course.

Conclusion

The problem defined for this project was to develop a competency-based physical education curriculum at the graduate level to prepare individuals to work with handicapped children in the regular class setting. In addition, the general goals of the project were to a) meet the needs in the State of Washington for physical education personnel trained to provide services to handicapped children, and b) to develop a personnel preparation program relevant to those services required by children with a variety of handicapping conditions in Washington public schools.

General teaching competencies were adapted to meet the specific needs of teachers working with handicapped children. Current university courses were

examined to determine which of the identified competencies were being met, and new courses were developed to help meet curriculum deficiencies. Evaluation strategies were established to measure demonstrable achievement of the specified competencies. Finally, appropriate university courses were developed into functional programs leading to either the Master of Arts in Teaching or Master of Science degrees.

Thus, the stated goals of the project were achieved. A second grant (BEH #G007801545) has been awarded to Washington State University to operationalize the program developed by this project, and to begin to meet the needs of Washington State teachers working with handicapped children in the regular class setting.

APPENDIX A

Course outlines for newly developed courses

Course Outline
PEP 474 Assessment of the Exceptional Child
Summer 1978

Purpose

Efforts will be made by students in understanding varieties and application of tests and measuring devices to determine the individual motor levels and skill capabilities of exceptional children. Physical education and special teachers and students will improve competencies in determining appropriate placement of children with specific needs in the motor domain. Programming will be stressed regarding regular physical education or special physical education placement.

Outline

I. Movement activity in children
   A. The assessment of motor skills in children
   B. Child growth and development of motor pattern
II. Motor taxonomy of children
   A. Reflexes
   B. Basic movements
   C. Perceptual-motor activities
III. Assessment devices
   A. Valett (remediation of learning disabilities)
   B. Kephart (Purdue Perceptual Motor Survey)
   C. Meeting Street School Screening Test
   D. Lincoln-Oseretsky Motor Development Scale
   E. Bruininks-Oseretsky Tests of Motor Proficiency
IV. Competence of the physical educator
   A. Provision of activities for the exceptional child
   B. In-service and pre-service implications
V. Education for all handicapped children act
   A. Free, appropriate public education
   B. Individualized education program
   C. Input from physical education to child study team

Course Outline

PEP 473 Developing Individual Education Programs

Instructor: Dr. Wilma M. Harrington

Purpose: The course is designed to aid the teacher who is responsible for developing programs for the handicapped and normal population that reflect individual needs and abilities.

Text: A variety of reading assignments will be given which cover the topics. No one text is available which is appropriate.

Topics:

A. Public Law 94-142 Education for Handicapped Children
   1. Concepts and interpretations for program planning
   2. Implications for physical education, intramural and interscholastic programs.

B. Methods and strategies for individualizing programs
   1. Mastery learning
   2. Contract teaching
   3. Goal setting
   4. Individually prescribed teaching

C. Writing Individual Education Programs
   1. Requirements of the law
   2. Elements of the program
   3. The team approach
   4. Evaluation of the program

Course Outline

PEP 475 Activities and Programs for Exceptional Children

Instructor: Maureen Mould

Dates: July 17-28

Time: 10:30 - 12:30

Purpose: To offer a wide range of physical activities for the handicapped, with an emphasis on education and rehabilitation. The course will include teaching methods and strategies, organizational and administrative problems and techniques, needed facilities and equipment, integration, and how activities for the normal can be modified for the handicapped.

Required Text: Vannier, Maryhelen. Physical Activities for the Handicapped. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1977.

July 17 Overview and characteristics of Handicapped: Mental Retardation, Cerebral Palsy, Visual and Auditory Handicaps

July 18 Teaching Suggestions for the above handicaps

July 19 Overview of characteristics of handicapped: Orthopedic Handicaps, Mental Illness, Other conditions Requiring Special Services

July 20 Teaching Suggestions for the above handicaps

July 21 Motivation and Class Management

July 24 Evaluation: Physical Fitness and Perceptual - Motor Skills, Social Growth and Behavior

July 25 Program Planning, Integration and Evaluation

July 26 Facilities, Equipment, Supplies and Transportation

July 27 Program Activities for various age groups; Camping

July 28 Active Games and Sports, Rhythms, Movement Exploration, and Dance

Requirements for Internship Working with Special
Populations in Mainstreamed and/or Institutional Settings
PEP 590

Cooperative Venture:

Statement from Athletic Administration appropriate here. See attached sheet.

Scope

The internship will normally require participation based on individual needs and prior experience. Most of the experiences be carried out through teaching, assisting, and observing.

The degree of participation and assistance should increase as the length of time at the site increases. Activities should be planned on the basis of individual needs and background, as well as the specific strengths and opportunities provided by the agency. There should be continuity and integration of experiences so that the intern has an opportunity for maximal involvement with special populations.

Supervision

The primary supervision of the intern is carried out by administrative personnel designated at the practica site. This may be the building principal or the director of special services or physical education. Additional supervision will be given by the University project coordinator. The coordinator will visit the intern at least once during the practica assignment. The primary function of the University supervisor is to provide additional counsel and direction.

A Cooperative Venture

The Internship experience is the result of planning and cooperation involving (1) the agency which authorizes, provides and gives direct supervision to the Internship; (2) the University, which approves the applications for and assists in the planning and monitoring of the Internship experience; (3) the student, on whom rests the responsibility for devising and carrying out these particular activities which are most essential for his/her own growth. Therefore, all arrangements for the Internship are made on an individual basis with the candidate in cooperation with his/her advisor (department chairman) whose approval must be secured before the University will entertain a student's application.

While some internship candidates can be employed full-time in the school district, they will be required to do work different from and in addition to their regular duties. However, the internship is generally designed for a student who is on full-time graduate work at Washington State University. The internship experience will be designed to accommodate both those who are on the job or on a full graduate studies program.

Contractual arrangements between the student and the agency will be approved by the University Department Chairperson, the University Advisor, Agency Supervisor and the Director. There is no implied cost to the agency for carrying out the provisions of this contract.

Reporting

The intern will report on his/her experiences in the following way:

1. Development of IEP's should be described.
2. Evidence of achievement of short term objectives should be provided.
3. Descriptions and details of the nature of students worked with and their needs should be provided.
4. Descriptions of activities which have been developed and executed for the program should be reported.
5. The above should be presented in a final report which analyzes and documents the significance of the experience. The report should be submitted to the University supervisor and the practica supervisor at the termination of the internship period.

Registration and Credit

PEP 590 Internship 3 or 6 credits. May be repeated for a total of 12 credits. Graded P/F

It is necessary that the internship application be completed and approved sometime in the semester preceding the internship experience. The candidate will register for three to six hours of credit. The registration fee will be the same fee as for those regularly enrolled in an in-state or out-of-state basis. Attached are forms for the application which must be completed by the intern, verified and approved by the immediate supervisor and director, and submitted to the Departments of Physical Education for Men and Women for final approval. A list of places and individuals who have been approved as immediate supervisors will be provided each of the interns. It is suggested that interns pay a personal visit to the practica site prior to beginning the internship.

WASHINGTON STATE UNIVERSITY

DEPARTMENTS OF PHYSICAL EDUCATION FOR MEN AND WOMEN

Field Project

Agreement for Internship

Name of Student_____ Date_____

Home Address_____

Street City Zip Code

Telephone - Home_____ Office_____

Degree for which student is preparing_____

Agency in which internship will be performed_____

Name of Director_____

Address of Director_____

Office Phone_____

Name of Immediate Agency Supervisor_____

Office Phone_____

Name of agency in which internship is carried out_____

Type of agency in which internship is carried out_____

List major internship activities. (To be filled in by applicants in consultation with their immediate supervisor and approved by the agency director. Use back of the page if necessary).

_____

_____

_____

_____

_____

Approved by:

Copies to:

_____

University Department Chairperson

University Advisor

_____

Director

University Advisor

Supervisor of Experience

_____

Applicant

Immediate Supervisor

_____

Director